

[facs] Sewing Machine Parts

Barbara Mills [bamills at weber.k12.ut.us](mailto:bamills@weber.k12.ut.us)

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My Science department has a camera that I can hook up to my LCD projector, and this has become an invaluable tool for demonstrating parts of the sewing machine, how to thread, sewing on a button, and lots of other things. Because it's on the camera, the kids really get into it. My 7th graders especially love it and think it's cool. This particular camera is designed to fit down over a microscope (it has a gooseneck) but it works well if I focus it on close range too.

I also have my clothing students practice on a 1/4 sheet of colored paper. I have them sew a 5/8 inch seam down one side, then we sew again 1/4 inch away, but I tell them to sew about 1 inch, then stop. Then they change the stitch length to 5, sew another inch, change it to back to normal, then to 1, etc. Then we do it with stitch width. Then they flip the paper around to the other edge to practice needle position. If they have a really accurate seam allowance, they can see the difference in needle position as it changes. By the way, when the stitch length is set to one, the paper pretty much gets eaten, but I tell them that's okay for that inch or so. This exercise seems to help with understanding the function of that part of the machine.

Barbie Mills
Wahlquist Jr. High

>>> Diane Wilson <[dwilson at graniteschools.org](mailto:dwilson@graniteschools.org)> 1/28/2008 3:16 PM >>>

I use As many TA's as can be spared that period from other teachers and I play Simon Says with the book open to the picture and have the students find the part in the picture, then the TA's and I check every student to make sure they have their fingure on the part when "Simon Says put your finger on the hinged front cover." Bear in mind this is with 30 - 40 7th graders and I allow one period to do this, thread the machine, have a threading contest (race). When I dedicate one day to this, I have a lot fewer problems...Diane, Matheson

From: [facs-bounces at lists.uen.org](mailto:facs-bounces@lists.uen.org) [[facs-bounces at lists.uen.org](mailto:facs-bounces@lists.uen.org)] On Behalf Of Leslie Smith [[leslie.smith at piute.k12.ut.us](mailto:leslie.smith@piute.k12.ut.us)]

Sent: Monday, January 28, 2008 2:59 PM

To: Jenica Juluson

Cc: [facs at lists.uen.org](mailto:facs@lists.uen.org)

Subject: Re: [facs] Sewing Machine Parts

Dear Jenica,

I require my students to pass the sewing machine test before they can sew. There are 27 items and they must get at least 20 correct. I have a lot less vandalism to my machines if they have to work to get on them. I use the labeled picture in the sewing machine manual for them to study. For the test they get the same picture without the labels, a list of all the possible answers (not in order), and a numbered answer sheet to write their answers on.

Leslie Smith

Piute High.

On Jan 28, 2008, at 12:33 PM, Jenica Juluson wrote:

I have been struggling to get my students to know the parts of the sewing machine. I need some ideas on how I can teach it more effectively and so that the students can actually learn what I am trying to teach.

I have used the pictures of the machines and had them fill it out, they were even allowed to walk around and look at their own machine. Then I would go over all of the parts and what they do, but then the next day, they don't know what & where the stitch length is. I actually took pictures of the machines in my room for the test and some said they liked that a lot better, but others still did really bad.

I would greatly appreciate any ideas that I can get. I will be happy to share all the ideas with everyone.

Thanks so much,

Jenica Juluson

Hurricane Middle

facs mailing list

[facs at lists.uen.org](mailto:facs@lists.uen.org)

<https://lists.uen.org/mailman/listinfo/facs>